2.1 Four concepts across three traditions

Name: _____ Class: _____ Date: _____ **Total: 30 marks**

KEY WORDS change • identity • interpretation • power • authority

Objective

Apply the course's four concepts, **change**, **identity**, **interpretation** and **power**, to real cases in **three** traditions, using separate evidence for each concept.

You must be able to:

- define the four concepts as questions
- apply each concept to a real case with evidence
- compare the same concept across traditions
- avoid using one piece of evidence for every concept
- write a comparative paragraph

1 Key knowledge and worked examples

The four concepts as questions

concept	question
change	What adapts, and why?
identity	How is belonging made and shown?
interpretation	How is meaning formed, and by whom?
power	Who has authority to decide?

Three cases

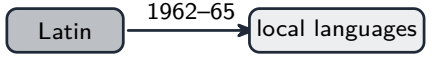
tradition	case	concepts
Christianity	the Second Vatican Council (1962–65) allowed the Mass in local languages instead of Latin	**change** (language of worship); **power** (a council of bishops with the Pope decided)
Sikhism	the turban (*dastar*) worn by many Sikh men and some women	**identity** (a visible sign of commitment); **power** (legal cases about wearing it at work or school)
Judaism	Orthodox and Reform Jews interpret Shabbat rules differently, e.g. driving to synagogue	**interpretation** (how to apply ancient law today); **identity** (different movements)

Worked comparison (power). In the Catholic case, authority to change worship rested with a council and the Pope; in Judaism there is no single central authority, so Orthodox and Reform movements reached different rulings. Where authority is centralized, change can be uniform; where it is spread out, diversity grows.

2 Practice

2.1 State the four concepts of the course as **questions**. [2]

2.2 The Second Vatican Council met from 1962 to 1965. Calculate how many years ago it ended (from 2026), and explain how it shows **change** and **power**. [3]



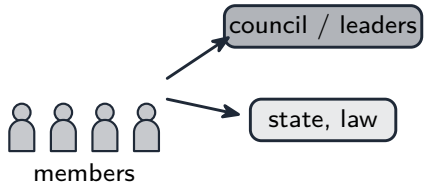
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2.3 Explain how the Sikh turban shows **identity**, and how it links to **power** in **one** real context. [4]

2.4 Compare how **interpretation** works in two traditions you have studied, with evidence. [6]

3 Exam-style questions

3.1 *(Preparation essay.)* Compare and contrast the role of **power** in shaping **change** in **three** religious traditions. [15]



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Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

change: what adapts and why? identity: how is belonging made?; interpretation: how is meaning formed? power: who has authority to decide?

2.2

$2026 - 1965 =$ **61** years; change: the Mass moved from Latin to local languages, so worship became more understandable to ordinary Catholics; power: the change was decided centrally by the bishops with the Pope, so it applied across the Church

2.3

the turban is a sign of commitment and of Sikh identity, linked to the Gurus' teaching; it marks equality and dignity; power: laws and employers decide whether it may be worn, e.g. at work, in the army, or with safety helmets; legal cases or exemptions show communities negotiating with states

2.4

tradition 1: who interprets and how, with a case; tradition 2: who interprets and how, with a case; similarity explained; difference explained, e.g. central authority vs scholars and movements

3.1

Mark with the markbands: [13-15] clearly focused on the question, accurate knowledge of at least three traditions, the four concepts applied, different views and sources evaluated, well-developed critical analysis, different perspectives evaluated, a reasoned conclusion; [10-12] focused, mostly accurate knowledge, analysis with some evaluation; [7-9] some focus, relevant knowledge, mostly narrative or description with limited analysis; [4-6] little focus, limited knowledge, mostly narrative; [1-3] little understanding of the question. Points that may be included: concepts of power and change defined; tradition 1 case in detail; tradition 2 case in detail; tradition 3 case in detail; central authority vs spread-out authority compared; role of lay members and movements from below; role of states and law; interpretation as a link between power and change; comparison throughout, not three separate stories; a reasoned conclusion

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